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ABSTRACT

An Open Campus policy was put into effect on a trial basis at Interlake High School, Bellevue, Washington, during the 1971-1972 school year. Under this policy students were allowed to leave the campus during the lunch period and, with certain restrictions, during other periods in the day. The collection of data was focused by questions stated by the Superintendent of Schools and guidelines for evaluation set up by the Interlake High School Parent, Student, and Faculty Advisory Council. Survey instruments were distributed to determine the observations, attitudes and feelings of various school and community groups in regard to (1) the program as a whole, (2) the questions stated by the Superintendent, and (3) the objectives stated by the Advisory Council. Data as to related expenditures, student academic performance, and attendance were collected, and representatives of the Bellevue Police Department were contacted. This report includes the questionnaire questions and responses and other data. The conclusion was that the open campus policy was very successful. The effects on the majority of students, faculty, parents, and businesses appear to have been beneficial, and there appear to have been no major problems created. A drop in lunchroom receipts is to be considered in perspective. (Author/DJ)

Research Report

AN EVALUATION OF THE OPEN CAMPUS POLICY AT INTERLAKE SENIOR HIGH SCHOOL

ED 069696

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BELLEVUE PUBLIC SCHOOLS
Bellevue, Washington
17 May 1972

AN EVALUATION OF THE OPEN CAMPUS POLICY
at
INTERLAKE SENIOR HIGH SCHOOL

A Publication of the Research Office of the
Planning Department

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An open campus policy has been in effect on a trial basis at Interlake High School during the 1971-1972 school year. During the preceding year an extended lunch program was begun at Interlake and Bellevue Senior High Schools and evaluated. The principal conclusion from the study of the extended lunch program was that the program had been quite successful with no serious problems.

The current open campus policy is an extension of the extended lunch program. It was designed to promote further the objectives and philosophy of the school, which stress the development of responsibility by the students for the management of their time and behavior.

Under this policy students were allowed to leave the campus during the lunch period, and with certain restrictions, during other free periods in the day. This paper presents an evaluation of the effects of the policy on the attitudes and behaviors of students and other groups of people involved.

The District wishes to express appreciation to the many people who have cooperated so extensively in the planning and conduct of this study. These include:

The Interlake Advisory Council of students, parents, and faculty, and in particular those students who donated many hours to the tabulation of questionnaire responses.

Dr. Robert Pickering, principal of Interlake High School.

Mr. Robert Blair, manager of District Food Services.

Captain Whitman and other officers from the Bellevue Police Department.

Mr. Harry Wilson, Administrative Assistant for Security.

Those many students, parents, faculty, and businessmen who gave such a large degree of cooperation in responding to the questionnaires.

Dr. William H. Morton
Superintendent

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Introduction. The open campus procedure at Interlake High School was initiated with the opening of school in 1971-1972. The Superintendent first presented the proposal to the Board of Directors at the 16 March 1971 meeting and again, in more detail, at the 4 May 1971 meeting. At the 4 May 1971 meeting the Board of Directors passed Motion No. 144-71 which reads as follows:

> "That the Board of Directors, upon recommendation of the Superintendent, approve the open campus proposal for Interlake High School on a trial basis for the 1971-72 school year to operate under the open campus procedures as outlined. It is further stipulated that the Interlake administration recognize that among the tools to be used for implementing the open campus policy will be the elimination of this privilege for individual students who violate the policy. It is further recommended that the open campus policy would be applied specifically as follows:
>
> 1) No open campus privileges granted in the proposal shall be in conflict with state statutes and rules and regulations of the State Board of Education.
> 2) The open campus privilege would be provided for seniors during lunch and SST periods.
> 3) The open campus privilege would be provided for 10th and 11th graders during lunch periods.
> 4) The open campus privilege would be provided for students who have three or less scheduled classes.
> 5) The open campus privilege would be provided for students who have SST periods at the beginning or the end of the school day.
> 6) The open campus privilege would be provided for students beyond the academic year 1971-72 if judged by the office of the Superintendent as advantageous to parents, patrons, teachers, administrators, and students of the Interlake High School community."

Included in the Superintendent's 4 May 1971 presentation to the Board of Directors were the following "Criteria for Evaluation":

> "The steering Committee, consisting of students, staff, and parents, will develop the evaluation process based upon the following criteria:
>
> 1) Does open campus have an effect on school related expenditures?
> 2) Does open campus affect the students' academic performance?
> 3) Does open campus affect student attendance patterns?
> 4) What effect does open campus have on the job of the Interlake staff?

5) What is the effect of open campus on the Interlake community?
6) Other criteria the committee may deem applicable as the open campus evolves."

On 16 November 1971, the Interlake Advisory Council formulated the following "Guidelines for the Evaluation of Trial Open Campus Program".

"1. The open campus program should be consistent with the philosophy and objectives expressed in the 'Statements of Philosophy and Objectives' for Interlake High School. Specifically:

a. The open campus program should promote the student's appreciation of his worth as an individual and his ability to judge when his commitment to a personal principle properly overrides his obligation to group pressures.

b. The open campus program should promote the student's ability to manage his time and control his energy so that he will satisfy the requirements of his learning program as well as his important personal and social needs. For example, open campus should not have an adverse effect on students' attendance patterns and academic performance.

c. The open campus program should promote the student's acceptance of the privileges, responsibilities, and duties of a citizen in our school and our community with the understanding his contributions can help make a better society.

d. The open campus program should promote the student's ability to understand the necessity for, and acknowledge the existence of group rules and customs which guide human interaction, and accept his discipline while a member of a group.

2. Open campus should be evaluated relative to its effect on the whole community; that is, neither students, teachers, residents of the community, administrators, or businessmen should sway the evaluation of the system by themselves.

3. Student Structured Time and Open Campus are two separate entities (SST may exist without open campus); therefore, they should not be incorporated into one unit for this evaluation. If it is deemed salutary to evaluate the SST program, it should be treated as a separate study.

4. The open campus program should not increase the cost of the school program.

5. The open campus program should not increase the staff's load--particularly in the areas of supervisory and non-instructional duties."

The Research Department was requested by the Superintendent to cooperate with the Interlake High School Advisory Council in the planning and conduct of the evaluation of the analysis of the data.

On the basis of the Superintendent's criteria and the Advisory Council's guidelines and in cooperation with the Advisory Council, the evaluation was planned and various types of data collected. Survey instruments were developed and distributed to determine observations, attitudes and feelings of various school and community groups in regard to (1) the program as a whole, (2) the questions stated by the superintendent and (3) the objectives stated by the Advisory Council. Data as to related expenditures, academic performance, and attendance were collected, and representatives of the Bellevue Police Department were contacted. This report includes these data, along with an analysis, summary and conclusions.

Overall Attitudes Toward Continuation of Policy. Questionnaires were sent or provided to all students, faculty, counselors, resource center staff, parents and area businessmen. Counselors and resource center staff completed the general faculty questionnaire as well as brief special information questionnaires. The responses of the four major groups on the "parallel" item soliciting feelings about continuation of the program are summarized in Table I.

The most positive group were the Interlake faculty (98%), with a considerable minority (17%) favoring modifications. Students were for the most part affirmative (92%) with 12 percent favoring modification. Businessmen and parent questionnaires did not offer the "modifications" alternative, which may have affected the comparative outcome.[1] It would, nonetheless, appear that businessmen are next most positive (75%) and parents least positive but with 70 percent of parents favoring the continuation of the policy.

1. This alternative was thought to be most appropriate to those on campus.

ABSTRACT

An Open campus policy was put into effect on a trial basis at Interlake High School, Bellevue, Washington during the 1971-1972 school year. Under this policy students were allowed to leave the campus during the lunch period and, with certain restrictions, during other periods in the day. The collection of data was focused by questions stated by the Superintendent of Schools and guidelines for evaluation set up by the Interlake High School Parent, Student, and Faculty Advisory Council. Survey instruments were distributed to determine the observations, attitudes and feelings of various school and community groups in regard to (1) the program as a whole, (2) the questions stated by the Superintendent, and (3) the objectives stated by the Advisory Council. Data as to related expenditures, student academic performance, and attendance were collected, and representatives of the Bellevue Police Department were contacted. This report includes the questionnaire questions and responses and other data. The conclusion was that the open campus policy was very successful. The effects on the majority of students, faculty, parents, and businesses appear to have been beneficial, and there appear to have been no major problems created. There was a drop in lunch room receipts, but it was felt that this needed to be considered in the perspective of the educational and social objectives and advantages of the policy. It was recommended that continued efforts be made by staff, students, and parents to find additional ways in which creative and constructive use of student-structured time and open campus can be stimulated and facilitated.

TABLE I

SUMMARY OF
QUESTIONNAIRE RESPONSES
REGARDING CONTINUATION
OF THE OPEN CAMPUS POLICY

	Students	Faculty	Parents	Businessmen
Do you feel the Open Campus policy should be continued in the 1972-1973 school year?				
A. Yes	80%	81%	70%	75%
B. No	02%	00%	20%	15%
C. Yes, but with modification	12%	17%	No Category	No Category
D. Not marked/multi-marked	06%	02%	10%	10%

Student Questionnaire Responses. Questionnaires were handed out to all Interlake students[1] during the week of April 10 - 14, 1972. Seventy-one percent of the 1074 students returned the completed forms. The percentage of various categories of responses for those items providing for objective tabulation are shown in Table II.

On the basis of the identification requested in the first two items, the returned forms were subgrouped by class and by sex.[2]

As indicated, a very large majority of the total student body respondents answered in favor of continuing open campus (Q. 46 - 92%). Twelve percent of the total favored some modifications, however. Only two percent favored discontinuing the program. There appeared to be a slight tendency for more senior girls to be opposed than for any other subgroup (5%). A larger percentage of junior boys than of any other group tended to favor modifications (17%).

Seventy-five percent of all student respondents indicated that they felt the policy had had some or much effect on their behavior and attitudes with the majority (52%) marking "some effect". Sophomore and junior boys tended to report the most effect (Q.4 - 28%, and 27% "much effect.")

A somewhat larger majority (Q.5 -86%) of all students indicated that they felt the effect had been beneficial. Sophomores tended to be somewhat less certain as to the effects. Slightly fewer juniors were negative in respect to effects.

The greatest number reported positive changes in the following attitude or behavioral areas: feelings of responsibility for their own actions (Q.8 - 70%) and ability to manage their time (Q. 11 - 65%). About half of those responding reported positive changes in interest in school, attitude toward teachers and administrators, willingness to comply with school rules, feelings of self-respect, conversations with staff, and attitude toward school rules (Q's. 6, 12, 20, 21 13, and 19). A third or more reported positive changes in discussing concerns with staff, completion of assignments, attitude toward class attendance, feelings of responsibility for the welfare of others, and expression of feelings and complaints to staff (Q's 15, 7, 10, 8, 17). More positive than negative change was reported for all sixteen items regarding positive attitude or

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1. With the exception of special education students at Interlake Cottage.

2. The identification information on the first page of this table indicates that only three percent of the respondents were juniors and seniors who were not at Interlake for their first year. In order not to complicate the tables unnecessarily, these were not separated from the other juniors and seniors.

behavior change with at least 21 percent of the total reporting positive change to every item. Least affected, according to the student report, were participation in community or community related projects (Q. 18 - 21%), ability to discuss with parents concerns at home (Q. 16 - 23%), and behavior in class (Q.14 - 29%). Sophomores tended to be the most positive with an average percentage of positive change for all sixteen items of 48 percent for both boys and girls. Juniors were next (boys - 43%; girls - 44%), and seniors least, but still a percentage of 38% (boys) and 36% (girls) when all sixteen items are averaged. Some differences in degree of positiveness to the following items tended to contribute particularly to this mild trend: behavior in class, interest in school, completion of assignments, ability to manage their time, and attitude toward school rules. Possibly, as the students become older, they see themselves as being less affected by outside influences of any kind. The two items which did not show this effect, with seniors reporting as much or more positive change as other groups, were "responsibility for their own actions" (Q.8), and "conversations with staff" (Q.13). Most students reported open campus does not adversely affect class attendance and academic performance (Q. 24, 25). However, almost one-sixth reported feeling that it does, and more boys than girls felt it does.

In respect to opportunity or ability to participate in various kinds of activities, a very large majority responded that they are better able to take care of personal needs (Q. 22 - 95%), and most felt they could do this without adversely affecting their academic performance (Q. 23 - 91%).

The large majority reported more opportunity for conferences with other students (Q. 34 - 78%), to do out of class assignments (Q.29 - 74%), and to use the resource center (Q. 35 - 66%). Other activities for which half or more report finding more opportunity are conferences with teachers (32%), use of the Bellevue Library (36%), and community projects (30%). Many reported more opportunity for conferences with counselors (Q.33 - 47%), and more than a fourth more opportunity to use the Seattle Library (Q. 37 - 28%).

As to volunteer activities such as elementary tutoring and Neighbors in Need, more respondents saw an increase in opportunity to participate than saw a decrease for all items. For any one item the percentage reporting increased opportunity was not high, ranging from eight percent (SPADES) to twenty-three percent (Neighbors in Need).

Seniors tended to see more opportunity for activities off campus than the other students, particularly community projects and use of the Seattle Library. There were no consistent differences between boys and girls although boys tended to see more opportunity to do certain specific activities (CRUD, Medic I, and in use of the Seattle Library), and girls others (elementary tutoring, SPADES, Neighbors in Need, and Toys for Tots).

The student questionnaire provided for the listing of other activities students had found opportunity to do, what they frequently do during free time, positive and negative comments about the policy, and suggestions for modification. Table III shows a tabulation by category of the comments on 455 of the 765 questionnaires returned.

The most frequently listed additional activity was "helping with other school activities", (Question No. 45.).

In response to the question as to what they do with their time, (Question No. 50), the largest number (47%) indicated that they use open labs or other school areas. The majority of the responses tallied (73%) showed this as either "frequent" or "next most frequent".

The next most frequent activities were to go home to do homework, work, or visit with parents, and to confer with other students either in respect to school work or to visit. Although using outside resources such as the Bellevue and Seattle libraries was not listed by many as "most frequent" or "next most frequent", some students did so list them. Personal or miscellaneous business combined (Question No. 50, G and H) was listed as a frequent activity by a number.

The main benefit listed (Question No. 51) was more time or freedom to get things done including study, homework, projects, and getting help. The next most frequent was having responsibility for their own actions together with a gain in their ability to manage their own time and actions. Many (48) indicated a more positive attitude. They listed these same items in the same order of frequency as the principal benefits they see for <u>other</u> students.

Only three of the 455 gave reasons why the policy should be discontinued.

Under problems with open campus (Question No. 49), skipping class, destructive activity, smoking, racing cars, etc., were listed by a number of students (B and C). Several (17) mentioned that there are none that can be attributed to open campus, that there are some problems but that the same things happen without open campus.

The most frequent suggestions for modification were (1) "open campus for all students", and (2) "change the attendance policy" (Question No. 47).

In summary, students in general very much support the policy. They indicate with the greatest frequency that they feel effects have been increased responsibility for their own actions and improved ability to manage their time. Interest and attitude are seen as being beneficially affected, as are relationships and ability to communicate and negotiate with adults.

TABLE II

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

Total Student Population	1074
Questionnaires Returned	765
Percent Returned	71%

		Number	Percent Of Returned Questionnaires
Question 1.	Grade level		
	Sophomores	314	41%
	Juniors	241	32%
	Seniors	210	27%
Question 2.	Sex		
	Boys	395	52%
	Girls	370	48%
Question 3.	Number of years you have been at Interlake including this year.		
	One year	333	44%
	Two years	247	32%
	Three or more years	181	24%
	Not marked/multi marked	4	01%

TABLE II (2 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Student N=765
4. Do you feel the open campus policy has had any effect on your behavior or attitudes?							
A. Much effect	28%	23%	27%	14%	18%	23%	23%
B. Some effect	50%	49%	52%	56%	55%	56%	52%
C. Little or no effect	20%	27%	21%	30%	25%	21%	24%
D. Not marked	03%	01%	01%	0%	01%	0%	01%
5. Do you feel the effect on Interlake students has been beneficial in general?							
A. Yes	81%	85%	89%	87%	86%	87%	86%
B. No	01%	04%	02%	01%	05%	06%	03%
C. Don't know	17%	11%	09%	12%	09%	07%	11%
IF YOU FEEL THE OPEN CAMPUS POLICY HAS HAD AT LEAST SOME EFFECT ON YOU, WOULD YOU PLEASE CHECK THE FOLLOWING ITEMS WHICH RELATE TO POSSIBLE CHANGES IN YOUR ATTITUDES OR BEHAVIOR.							
6. Interest in school							
A. More	61%	57%	50%	53%	45%	35%	51%
B. Same	36%	39%	46%	42%	50%	58%	44%
C. Less	01%	03%	02%	02%	06%	06%	03%
D. Not marked	02%	01%	01%	03%	0%	02%	01%
7. Completion of assignments							
A. More regularly	51%	48%	46%	36%	30%	32%	42%
B. Same	46%	50%	51%	62%	63%	63%	54%
C. Less regularly	01%	02%	03%	02%	07%	04%	03%
D. Not marked	02%	01%	01%	0%	0%	02%	01%

TABLE II (3 of 12)
STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

IF YOU FEEL THE OPEN CAMPUS POLICY HAS HAD SOME EFFECT ON YOU, WOULD YOU PLEASE CHECK THE FOLLOWING ITEMS WHICH RELATE TO POSSIBLE CHANGES IN YOUR ATTITUDES OR BEHAVIOR.(Cont.)

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
8. Feelings of responsibility for my own actions							
A. More	69%	67%	72%	70%	70%	71%	70%
B. Same	28%	30%	26%	30%	30%	28%	28%
C. Less	01%	02%	01%	0%	0%	0%	01%
D. Not marked or multi-marked	03%	01%	01%	01%	0%	01%	01%
9. Feelings of responsibility for the welfare of others							
A. More	33%	35%	38%	34%	28%	28%	33%
B. Same	62%	62%	60%	66%	71%	70%	65%
C. Less	02%	02%	01%	0%	01%	0%	01%
D. Not marked	03%	01%	01%	0%	0%	02%	01%
10. Attitude toward my class attendance							
A. More positive	44%	41%	32%	37%	35%	35%	38%
B. Same	46%	50%	60%	53%	54%	56%	53%
C. Less positive	06%	08%	07%	09%	10%	08%	08%
D. Not marked	04%	01%	01%	01%	01%	01%	01%
11. Ability to manage my time							
A. Improved	66%	77%	66%	64%	56%	55%	65%
B. The same	31%	22%	28%	33%	39%	39%	31%
C. Poorer	01%	01%	05%	02%	05%	05%	03%
D. Not marked	02%	01%	01%	01%	0%	01%	01%

TABLE II (4 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

IF YOU FEEL THE OPEN CAMPUS POLICY HAS HAD SOME EFFECT ON YOU, WOULD YOU PLEASE CHECK THE FOLLOWING ITEMS WHICH RELATE TO POSSIBLE CHANGES IN YOUR ATTITUDES OR BEHAVIOR. (Cont.)

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys 136	Girls N=105	Boys N=103	Girls N=107	Students N=765
12. Attitude toward teachers and administrators							
A. More positive	56%	54%	47%	59%	47%	41%	51%
B. Same	41%	42%	48%	38%	48%	57%	45%
C. Less positive	01%	03%	04%	02%	04%	01%	02%
D. Not marked	02%	01%	02%	01%	01%	01%	01%
13. Conversations with staff							
A. More frequent	46%	48%	52%	48%	52%	43%	48%
B. Same	45%	46%	43%	50%	47%	51%	46%
C. Less frequent	05%	06%	05%	03%	01%	05%	04%
D. Not marked/multi marked	04%	01%	01%	0%	0%	01%	01%
14. Behavior in class							
A. Improved	38%	31%	32%	32%	18%	18%	29%
B. The same	58%	68%	64%	67%	81%	80%	68%
C. Poorer	02%	01%	02%	0%	01%	01%	01%
D. Not marked	02%	01%	02%	01%	0%	01%	01%
15. Ability to discuss with staff things about the school that concern you							
A. Greater	52%	46%	42%	51%	34%	42%	45%
B. Same	44%	53%	54%	48%	65%	56%	53%
C. Poorer	01%	01%	03%	01%	01%	01%	01%
D. Not marked	03%	01%	01%	0%	0%	01%	01%

TABLE II (5 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

IF YOU FEEL THE OPEN CAMPUS POLICY HAS HAD SOME EFFECT ON YOU, WOULD YOU PLEASE CHECK THE FOLLOWING ITEMS WHICH RELATE TO POSSIBLE CHANGES IN YOUR ATTITUDES OR BEHAVIOR. (Cont.)

	Sophomore		Junior		Senior		Total Students
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	N=765
16. Ability to discuss with your parents things at home that concern you							
A. Greater	27%	35%	21%	17%	16%	17%	23%
B. Same	68%	63%	74%	79%	84%	78%	73%
C. Poorer	03%	02%	04%	03%	01%	03%	03%
D. Not marked	03%	01%	01%	01%	0%	02%	01%
17. Expression of your feelings or complaints to staff							
A. More frequent	39%	29%	30%	37%	28%	30%	32%
B. Same	54%	65%	64%	58%	70%	64%	62%
C. Less frequent	04%	05%	04%	04%	02%	06%	04%
D. Not marked/multi marked	04%	01%	02%	01%	0%	01%	0%
18. Participation in community or community related projects such as Spades or elementary tutoring							
A. More frequent	17%	19%	21%	30%	18%	21%	21%
B. Same	72%	75%	71%	63%	79%	70%	72%
C. Less frequent	07%	05%	06%	07%	03%	08%	06%
D. Not marked	04%	01%	01%	01%	0%	01%	01%
19. Attitude toward school rules							
A. More positive toward	52%	60%	44%	46%	42%	31%	47%
B. No change	40%	36%	50%	49%	50%	63%	47%
C. More negative	04%	03%	04%	05%	07%	06%	05%
D. Not marked/multi marked	03%	01%	02%	01%	01%	01%	02%

TABLE II (6 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

IF YOU FEEL THE OPEN CAMPUS POLICY HAS HAD SOME EFFECT ON YOU, WOULD YOU PLEASE CHECK THE FOLLOWING ITEMS WHICH RELATE TO POSSIBLE CHANGES IN YOUR ATTITUDES OR BEHAVIOR. (Cont.)

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
20. Your willingness to comply with school rules							
A. More willing	60%	63%	46%	49%	47%	30%	51%
B. No change	35%	34%	51%	47%	52%	67%	46%
C. Less willing	03%	02%	02%	03%	02%	02%	02%
D. Not marked/multi marked	02%	01%	02%	02%	0%	01%	01%
21. Feelings of self respect							
A. More positive	59%	56%	48%	51%	43%	44%	51%
B. No change	36%	40%	51%	47%	57%	53%	46%
C. More negative	01%	02%	0%	02%	0%	0%	01%
D. Not marked	05%	02%	02%	01%	0%	03%	02%
AVERAGE PERCENT OF POSITIVE CHANGE (ITEMS 6 to 21)	48%	48%	43%	44%	38%	36%	

TABLE II (7 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
22. Do you find you are better able to take care of personal needs?							
A. Yes	96%	92%	94%	95%	96%	97%	95%
B. No	03%	07%	05%	04%	03%	02%	04%
C. Not marked	02%	01%	01%	01%	01%	01%	01%
23. Do you find that you can do this without adversely affecting your academic performance?							
A. Yes	88%	91%	90%	90%	90%	96%	91%
B. No	08%	06%	09%	09%	10%	03%	07%
C. Not marked/multi marked	04%	02%	02%	02%	0%	01%	02%
24. Do you think the open campus policy has had an adverse effect on your class attendance?							
A. Yes	15%	13%	21%	17%	19%	13%	16%
B. No	82%	84%	76%	81%	81%	85%	82%
C. Not marked/multi marked	03%	02%	03%	02%	0%	02%	02%
25. Do you think the open campus policy has had an adverse effect on your academic performance?							
A. Yes	20%	15%	15%	11%	13%	11%	15%
B. No	75%	84%	81%	89%	84%	88%	83%
C. Not marked/multi marked	05%	01%	04%	0%	03%	01%	02%

TABLE II (8 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

PLEASE INDICATE HOW THE OPEN CAMPUS POLICY HAS AFFECTED YOUR OPPORTUNITY TO DO EACH OF THE FOLLOWING:

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
29. Out of class assignments							
A. More with open campus	80%	77%	71%	73%	68%	72%	74%
B. The same opportunity	18%	20%	27%	23%	27%	27%	23%
C. Less with open campus	01%	02%	01%	03%	03%	01%	02%
D. Not marked	02%	01%	01%	01%	02%	0%	01%
30. Community projects							
A. More with open campus	40%	51%	53%	54%	53%	64%	52%
B. The same opportunity	56%	48%	46%	46%	46%	36%	47%
C. Less with open campus	01%	01%	01%	0%	0%	0%	01%
D. Not marked	03%	0%	0%	0%	01%	0%	01%
31. Outside class school activities							
A. More with open campus	69%	68%	75%	70%	80%	75%	72%
B. The same opportunity	27%	31%	24%	30%	20%	24%	26%
C. Less with open campus	02%	01%	02%	0%	0%	01%	01%
D. Not marked	03%	01%	0%	0%	0%	0%	01%
32. Conferences with teachers							
A. More with open campus	49%	59%	56%	54%	44%	51%	53%
B. The same opportunity	46%	36%	40%	46%	54%	47%	44%
C. Less with open campus	02%	04%	04%	0%	02%	02%	02%
D. Not marked/multi marked	03%	01%	01%	0%	0%	0%	01%
33. Conferences with counselors							
A. More with open campus	41%	60%	46%	44%	44%	43%	47%
B. The same opportunity	54%	39%	52%	56%	56%	53%	51%
C. Less with open campus	01%	02%	02%	0%	0%	02%	01%
D. Not marked	04%	0%	01%	0%	0%	02%	01%

TABLE II (9 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

PLEASE INDICATE HOW THE OPEN CAMPUS POLICY HAS AFFECTED YOUR OPPORTUNITY TO DO EACH OF THE FOLLOWING:

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
34. Conferences with other students							
A. More with open campus	75%	87%	74%	82%	71%	77%	78%
B. The same opportunity	21%	11%	24%	17%	27%	19%	20%
C. Less with open campus	01%	01%	02%	01%	02%	05%	02%
D. Not marked	03%	0%	01%	0%	0%	0%	01%
35. Use of the resource center							
A. More with open campus	73%	81%	63%	65%	48%	52%	66%
B. The same opportunity	20%	18%	34%	34%	46%	40%	30%
C. Less with open campus	03%	01%	03%	01%	07%	06%	03%
D. Not marked	03%	0%	0%	0%	0%	01%	01%
36 Use of the Bellevue library							
A. More with open campus	51%	43%	64%	58%	58%	58%	54%
B. The same opportunity	43%	53%	36%	41%	42%	39%	43%
C. Less with open campus	03%	04%	0%	01%	0%	02%	02%
D. Not marked/multi marked	04%	0%	0%	0%	0%	01%	01%
37. Use of the Seattle library							
A. More with open campus	28%	25%	26%	24%	36%	33%	28%
B. The same opportunity	64%	70%	70%	73%	62%	65%	68%
C. Less with open campus	04%	04%	03%	03%	02%	03%	03%
D. Not marked	04%	0%	01%	0%	0%	0%	01%

TABLE II (10 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

PLEASE INDICATE THE DEGREE OF YOUR PARTICIPATION IN ANY OF THE FOLLOWING PROJECTS OR ACTIVITIES:

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
38. Elementary tutoring							
A. More this year	12%	16%	15%	21%	07%	12%	14%
B. More last year	06%	01%	04%	03%	07%	08%	04%
C. The same both years	69%	66%	76%	68%	81%	74%	72%
D. Not marked	14%	17%	06%	09%	06%	06%	10%
39. SPADES							
A. More this year	09%	12%	04%	08%	05%	08%	08%
B. More last year	06%	02%	05%	06%	05%	06%	05%
C. The same both years	70%	66%	86%	76%	82%	77%	75%
D. Not marked	15%	20%	04%	10%	09%	09%	12%
40. Neighbors in Need							
A. More this year	26%	28%	17%	25%	18%	21%	23%
B. More last year	04%	03%	04%	01%	09%	04%	04%
C. The same both years	55%	51%	74%	65%	67%	66%	62%
D. Not marked/multi marked	15%	18%	04%	10%	06%	09%	11%
41. CRUD							
A. More this year	21%	18%	15%	09%	12%	09%	15%
B. More last year	11%	06%	07%	09%	06%	06%	08%
C. The same both years	51%	56%	74%	73%	74%	77%	66%
D. Not marked/multi marked	17%	20%	03%	10%	09%	08%	12%
42. Medic I							
A. More this year	28%	21%	21%	20%	19%	14%	21%
B. More last year	06%	01%	04%	01%	01%	03%	03%
C. The same both years	51%	56%	71%	70%	71%	75%	64%
D. Not marked/multi marked	15%	22%	04%	10%	09%	08%	12%

TABLE II (11 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

PLEASE INDICATE THE DEGREE OF YOUR PARTICIPATION IN ANY OF THE FOLLOWING PROJECTS OR ACTIVITIES:

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
43. Toys for Tots							
A. More this year	22%	23%	09%	13%	11%	22%	17%
B. More last year	06%	03%	07%	02%	03%	05%	04%
C. The same both years	58%	54%	80%	75%	80%	64%	68%
D. Not marked	14%	20%	04%	10%	07%	09%	11%
44. Interlake Cottage							
A. More this year	12%	16%	05%	09%	08%	06%	10%
B. More last year	03%	02%	05%	17%	06%	06%	06%
C. The same both years	70%	60%	83%	65%	75%	77%	71%
D. Not marked	15%	22%	06%	10%	12%	12%	13%
45. Old Folks Home							
A. More this year	14%	13%	10%	16%	10%	13%	13%
B. More last year	08%	06%	04%	02%	03%	04%	05%
C. The same both years	62%	60%	79%	70%	77%	72%	69%
D. Not marked	16%	21%	07%	12%	11%	11%	13%

TABLE II (12 of 12)

STUDENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	Sophomore		Junior		Senior		Total
	Boys N=156	Girls N=158	Boys N=136	Girls N=105	Boys N=103	Girls N=107	Students N=765
46. Do you feel the open campus policy should be continued in the 1972-1973 school year?							
A. Yes	83%	83%	75%	80%	82%	78%	80%
B. No	01%	0%	02%	01%	02%	05%	02%
C. Yes, but with modifications	08%	13%	17%	12%	10%	14%	12%
D. Not marked/multi marked	07%	04%	07%	07%	06%	04%	06%

STUDENT COMMENTS
INTERLAKE OPEN CAMPUS EVALUATION

Listed below is the tally on the "open end" questions on the students' questionnaire on open campus. This tally includes 455 of the 765 questionnaires returned by students. Some students did not respond to any of the "open end" questions and others responded only to a part of those questions.

QUESTION #45: Other Projects or Activities in Which You Participated:

A.	Other (drama production, music, Heads Up, Campfire Girls, etc.	32
B.	Help with other school activities	10
C.	Candy striping at Overlake Hospital	4
D.	Work	3
E.	Receptionist for food stamp program	1

QUESTION #47: Students' Suggestion for Modifications of Open Campus:

A.	Open campus for all students	60
B.	Change attendance policy	29
C.	Smoking lounge to eliminate messy bathrooms and parking lot	5
D.	Open campus for seniors and juniors--lunch period only for sophomores	3
E.	More free time	3
F.	No need for parental signature	3
G.	Students contract own classes	3
H.	Lose privilege, if abused	3
I.	Seniors should not have any attendance policy	2
J.	Eliminate "No Thru Traffic" signs	1

QUESTION #48: Students' Reasons Why Open Campus Should Be Discontinued:

A.	Made me mess up my senior year	1
B.	Develops poor study habits	1
C.	Too many take it for granted	1

QUESTION #49: Problems with Open Campus as Stated by Students:

A.	Persons who don't care about open campus--leave when they are not supposed to, use time for destructive activity; smoking on neighbors' property; bothering elementary students	26
B.	None which can be attributed to open campus; yes, but same things happen without open campus	17
C.	Parking lot disturbances--racing cars, smoking, littering, etc.	15
D.	Attendance policy is too strict--should be related to class	11

STUDENT COMMENTS
INTERLAKE OPEN CAMPUS EVALUATION

Tally on the "open" questions on the students' questionnaire

QUESTION #49 (Continued)

E.	Made students more lazy--missing classes--not doing work	5
F.	Smoking area is needed	5
G.	Placement of students' SST periods	2

QUESTION #50: What I Do When Not in Class: (listed in order of frequency)

A.	Use open labs or other school areas (art, physical ed., LRC, etc.)	
	Most frequent:	209
	Next most frequent:	123
	Least frequent:	60
B.	Go or stay home--do homework, work, visit parents	
	Most frequent:	39
	Next most frequent:	44
	Least frequent:	60
C.	Confer with other students--assist in homework, visit, discuss	
	Most frequent:	34
	Next most frequent:	51
	Least frequent:	39
D.	Miscellaneous--write letters, witness, see my horse	
	Most frequent:	27
	Next most frequent:	36
	Least frequent:	46
E.	Leave school--take a walk, ride bike, local restaurants for lunch or break, visit, etc.	
	Most frequent:	21
	Next most frequent:	28
	Least frequent:	60
F.	Go to work	
	Most frequent:	12
	Next most frequent:	6
	Least frequent:	6
G.	Talk to teachers, counselors; get extra help	
	Most frequent:	12
	Next most frequent:	25
	Least frequent:	18
H.	Use outside resources--Bellevue, Seattle libraries, visit city and county agencies, etc.	
	Most frequent:	7
	Next most frequent:	11
	Least frequent:	8

STUDENT COMMENTS
INTERLAKE OPEN CAMPUS EVALUATION

Tally on the "open" questions on the students' questionnaire

QUESTION #50 (Continued)

I. Personal business--doctor, dental appointments; run errands, shop
Most frequent: 3
Next most frequent: 11
Least frequent: 12

QUESTION #51: Main Benefits For You as Stated by Students:

A.	More time (freedom) to get things done, study, homework, projects, get help, etc.	158
B.	Responsibility for my actions--gain in my ability to manage time and actions	61
C.	Better outlook on school--more positive attitude--not feeling like a prisoner	48
D.	More chance to participate in outside activities--gain outside experience; use outside	25
E.	Go home early--come to school later--leave school and relax	21
F.	Better grades	19
G.	More time to talk to teachers, counselors, other staff	10
H.	More time to develop skills I want	9
I.	Get a better lunch	6
J.	None	3
K.	College preparation	2

QUESTION #51: Main Benefits For Others as Stated by Students:

A.	More time to get things done--homework, projects, study, get help	88
B.	Responsibility for own actions--manage own time	53
C.	More relaxed about school--improved attitude toward school	47
D.	More time to develop skills they want--work independently	17
E.	More time to visit--meet new people, relax	13
F.	More time to talk to teachers, counselors, other staff	8
G.	Go early--come late--get away from school	5
H.	Smoking, disrupting neighbors, destructive activity	4
I.	More time at home	4
J.	None	1
K.	Can have a job	1

Faculty Questionnaire Responses. Questionnaires were distributed to all Interlake faculty during the week of 10 April to 14 April, 1972. Of the 71 distributed, 64 or 90 percent were completed and returned. Table IV shows the percentages of response in each category with returns divided for two subgroups; those teachers who are new to Interlake this year, and those who were also here last year or before.

Most of the total group responded that they feel the policy should be continued (Q. 30 - 94%), with 16 percent of these wanting to see some modifications. Most reported they felt the policy had had at least some effect on student behavior and attitudes (Q. 3 - 90%), and 81 percent of the total indicated they felt the effect was beneficial even though 42 percent of the twelve new staff members indicated "don't know" (Q. 4).

Most of the staff indicated they feel the policy has been at least "somewhat beneficial" to staff (85%), with approximately half feeling it has been "very beneficial" (Q. 22 - 47%). About twice as many indicated that the policy has decreased their work load as indicated the policy has increased it (23% to 11%). More than half reported no effect on work load (Q. 23 - 56%). Only about a fourth reported increased opportunity to communicate with other staff members.

As to the kinds of effects on student attitudes and behaviors, the largest numbers of teachers reported positive changes in student attitudes toward teachers and administrators (Q. 11 - 62%), disciplinary confrontations (Q. 24 - 53%), student responsibility for their actions (Q. 7 - 53%), student attitude toward school rules (Q. 17 - 48%), and openness of communication with students (Q. 29 - 48%). Related behaviors regarding staff-student communications and discipline were also marked by many (45% to 42%) as showing improvement (Q's. 13, 16, 18, 19). Student responsibility for class attendance, academic performance, and class conduct were seen as increasing or improving by considerably more than reported a decrease (Q's. 9, 20, 12). Thirty percent reported an increase in the use of outside resources (Q. 21) and 28 percent in student interest in school. Fewer saw increases in student responsibility for others (Q. 8 - 20%), and in community related projects (Q. 15 - 16%).

In respect to completion of assignments slightly more (Q. 6 - 12%) reported less regularity than reported more regularity (11%). This was the only item with a larger negative than positive response.

Of the 11 teachers commenting about other changes in student attitude or behavior, four faculty members stressed what they consider more responsible student behavior and better faculty-student relationships. The opportunity for students to match their work schedule

with their own "time cycle" was mentioned, as were increases in student independence and greater meaningfulness of the students' school time. Three mentioned negative changes: greater "glibness" and a student tendency to "manipulate others", rudeness with so many students in halls and on the grounds, and "The more free time a student has the more he tends to waste it". (These last two comments seem to refer more to SST than to the open campus policy).

The principal benefits listed by faculty (Q. 34) were less discipline problems or better student attitude (9 respondents), an increase in variety of resources so that students may pursue their own interests (6 respondents), an opportunity for students to manage their own time (6 respondents), students learn to accept more responsibility (5 respondents), students feel school is "not prison" (4 respondents) and the policy "legalizes leaving"(4 respondents). The opportunity to leave campus if a student has to work, a more relaxed student atmosphere, and better use of on campus time were mentioned by two staff members. Other individual comments of particular interest were that it gives students a vote of confidence from the community; students can get a decent lunch; it provides students with a realistic transition to life after high school, and is more consistent with community and parental supervision. Another comment was that fewer students come to the clinic with headaches and fatigue due to lack of sleep. The flexibility it permits in doing research or for other purposes was commented on. The releasing of staff from attempting to enforce "unenforceable regulations", and more school focus on "working with young people" were mentioned.

There was very little consensus as to any problems (Q. 33). Two staff members did mention the distinction between sophomores, juniors, and seniors as being a problem. The other 16 answers as to problems (of the 64 respondents) mention poor use of time by some with some students leaving who need help. Too much emphasis on "wheels", disregard for others on the school grounds, and some interference with student "involvement" in school were mentioned. The need for more on-campus resources (a lounge and games), and the facilitation of the use of off-campus resources were commented on. The policy can be "blamed by parents for attendance problems" and some "students leave without parental permission" were included.

Although no faculty members voted to discontinue the policy, two did comment on Question 32 as to reasons for discontinuing. One indicated that too many students are leaving the campus for social reasons and neglecting school work. One indicated that it is only of academic benefit to the "highly motivated" and socially of little or no benefit. One, however, commented that it should be discontinued only if SST is discontinued.

Modifications suggested (Q. 31) included relating the privilege to the degree of responsibility shown by students (3 respondents), and giving the privilege equally to all grades (2 respondents).

Sixteen of the 64 respondents made comments here; some of which related specifically to open campus whereas others appeared to relate more to free time and other factors. Open campus on application basis with record of responsibility and adequate grades, and the provision of more counselling service to enable students to become more responsible were mentioned, as were, "letting up on the attendance policy", and more alternatives for free time use. A need to answer the smoking problem, perhaps by removing the restriction, was mentioned here as was stiffening student academic loads by increasing graduation requirements and reducing the number of such courses as teacher and office assistant.

In summary, the Interlake staff in general expressed strong support for the policy and appear to see its major benefits as being improvements in faculty-student relationships and communication, and in increased student responsibility for their actions in the areas of school rules, class attendance and academic performance. In their view it has not had a marked effect on "student responsibility for others" nor student involvement in community related projects. They see this latter as needing to be facilitated. They see very little effect on the completion of assignments. Misuse by some students, the attendance policy, and the differences in the open campus policy as applied to the three "grade levels" were mentioned as problems by a few.

Table IV

FACULTY QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

Total Faculty 71

Number Returned 64

Percent Returned 90%

Question 1 - How many years, including this year, have you taught at Interlake?

		Number	Percent
A.	One year	12	19%
B.	Two years	13	20%
C.	Three years	39	61%

Question 2 - How many years, including this year, have you taught at the high school level?

		Number	Percent
A.	One year	6	9%
B.	Two years	7	11%
C.	Three or more	51	80%

	First Year at Interlake N = 12	Second or More Yrs. Interlake N = 52	Total N = 64
Question 3 - Do you feel the open campus policy has had an effect on student behavior or attitudes?			
A. Much effect	25%	40%	38%
B. Some effect	75%	46%	52%
C. Little or no effect	00%	12%	09%
Not marked	00%	02%	02%
Question 4 - Do you feel the effects on Interlake students have been beneficial in general?			
A. Yes	58%	79%	75%
B. No	00%	08%	06%
C. Don't know	42%	12%	17%
Not marked	00%	02%	02%

FACULTY QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	First Year at Interlake	Second or More Yrs. Interlake	Total
IF YOU FEEL THIS POLICY HAS HAD AT LEAST SOME EFFECT ON STUDENTS, WOULD YOU PLEASE CHECK THOSE ITEMS WHICH REFLECT OBSERVED CHANGES IN STUDENT ATTITUDES OR BEHAVIOR:			
5. Interest in school			
A. More	25%	29%	28%
B. Same	33%	58%	53%
C. Less	08%	12%	11%
Not marked	33%	02%	08%
6. Completion of assignments			
A. More regularly	08%	12%	11%
B. Same	42%	71%	66%
C. Less regularly	08%	14%	12%
Not marked	42%	04%	11%
7. Responsibility for their actions			
A. More responsible	42%	56%	53%
B. No difference	17%	29%	27%
C. Less responsible	00%	12%	09%
Not marked	42%	04%	11%
8. Responsibility for the welfare of others			
A. More responsible	25%	19%	20%
B. No difference	42%	71%	66%
C. Less responsible	00%	06%	05%
Not marked	33%	04%	09%
9. Class attendance			
A. More responsible	42%	40%	41%
B. No difference	17%	38%	34%
C. Less responsible	08%	15%	14%
Not marked	33%	06%	11%
10. Ability to manage their time			
A. Improved	33%	33%	33%
B. The same	17%	48%	42%
C. Poorer	08%	14%	12%
Not marked	42%	06%	12%

FACULTY QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	First Year at Interlake N = 12	Second or More Yrs. Interlake N = 52	Total N = 64
11. Attitude toward teachers and administrators			
A. More positive	50%	65%	62%
B. Same	17%	33%	30%
C. Less positive	00%	00%	00%
Not marked	33%	02%	08%
12. Conduct in class			
A. Improved	33%	31%	31%
B. The same	25%	65%	58%
C. Poorer	00%	00%	00%
Not marked	42%	04%	11%
13. Openness in discussing things that concern them with staff			
A. Increased	17%	52%	45%
B. The same	33%	44%	42%
C. Decreased	00%	00%	00%
Not marked	50%	04%	12%
14. Expression of their feelings or complaints to staff			
A. More frequent	08%	36%	31%
B. The same	42%	58%	55%
C. Less frequent	00%	02%	02%
Not marked	50%	04%	12%
15. Student participation in community or community related projects such as SPADES or elementary tutoring			
A. Increased	17%	15%	16%
B. The same	33%	71%	64%
C. Decreased	00%	02%	02%
Not marked	50%	12%	19%
16. Students' ability to negotiate with people in authority			
A. Improved	42%	46%	45%
B. No change	25%	48%	44%
C. Poorer	00%	04%	03%
Not marked	33%	02%	08%

FACULTY QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	First Year at Interlake N = 12	Second or More Yrs. Interlake N = 52	Total N = 64
17. Attitude toward school rules			
A. Improved	42%	50%	48%
B. The same	00%	33%	27%
C. Poorer	25%	14%	16%
Not marked	33%	04%	09%
18. Willingness to comply with school rules			
A. More willing	42%	42%	42%
B. No change	25%	42%	39%
C. Less willing	00%	12%	09%
Not marked	33%	04%	09%
19. Frequency of student rule infractions out of class			
A. Less frequent	17%	48%	42%
B. The same	33%	27%	28%
C. More frequent	17%	12%	12%
Not marked	33%	14%	17%
20. What kind of an effect, if any, do you think the open campus policy has had on the academic performance of many of your students?			
A. Beneficial	33%	36%	36%
B. No effect	25%	46%	42%
C. Detrimental	00%	12%	09%
Not marked	42%	06%	12%
21. Have you observed any change in the amount to which your students have used out-of-school resources such as the Bellevue library in relation to school projects?			
A. Increased	25%	31%	30%
B. No change	33%	56%	52%
C. Decreased	00%	04%	03%
Not marked	42%	10%	16%

FACULTY QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	First Year at Interlake N = 12	Second or More Yrs. Interlake N = 52	Total N = 64
22. Do you feel the open campus policy has been beneficial to staff?			
A. Very beneficial	33%	50%	47%
B. Somewhat beneficial	42%	36%	38%
C. No effect	00%	10%	08%
D. Somewhat detrimental	00%	02%	02%
E. Very detrimental	00%	00%	00%
Not marked	25%	02%	06%
23. What effect, if any, do you feel the open campus policy has had on your work load?			
A. Increased it	00%	14%	11%
B. No effect	50%	58%	56%
C. Decreased it	17%	25%	23%
Not marked	33%	04%	09%
IF YOU FEEL THE OPEN CAMPUS POLICY HAS HAD SOME EFFECTS ON STAFF-STAFF, OR ON STUDENT-STAFF RELATIONS, WOULD YOU PLEASE CHECK THE ITEMS WHICH RELATE TO POSSIBLE EFFECTS:			
24. Disciplinary confrontations with students			
A. More frequent	17%	04%	06%
B. The same	17%	33%	30%
C. Less frequent	25%	60%	53%
Not marked	42%	04%	11%
25. Opportunity to communicate with students			
A. Increased	33%	31%	31%
B. The same	33%	56%	52%
C. Decreased	08%	08%	08%
Not marked	25%	06%	09%

FACULTY QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	First Year at Interlake N = 12	Second or More Yrs. Interlake N = 52	Total N = 64
28. Opportunity to communicate with other staff members			
A. Increased	25%	27%	27%
B. The same	42%	67%	62%
C. Decreased	00%	02%	02%
Not marked	33%	04%	09%
29. Openness of communication with students			
A. More open	33%	52%	48%
B. The same	25%	42%	39%
C. Less open	00%	00%	00%
Not marked	42%	06%	12%
30. Do you feel the open campus policy should be continued?			
A. Yes	67%	81%	78%
B. No	00%	00%	00%
C. Yes, but with modifications	08%	17%	16%
Not marked	25%	02%	06%

Counselor Questionnaire Responses. A brief supplementary questionnaire was distributed to the five Interlake counselors. Two of the five were new to Interlake this year, so they could not base their opinions on a first-hand comparison with last year. However, they could make the comparison with former high school situations and utilize indirect data and professional knowledge.

The percentages of the five marking each category on the four opinion questions are shown in Table V.

Only one, a "returning" counselor, reported an increase in formal counselling contacts. Two of the counselors who were there last year, and one of those new [1] to Interlake reported increased informal counselling contacts.

The three returned counselors and one of the new ones (Q. 4 - 80%) reported an overall beneficial effect on students. One of the returned counselors (20%) reported feeling the policy had increased his or her work load. This counselor had indicated an increase in both formal and informal counselling contacts attributable to the open campus policy.

Counselors' answers to the two open-ended questions as to most important student benefits from and concerns about the policy stressed as benefits the increased opportunity for students to make decisions, together with the resulting pressure on students to deal with their own responsibilities. They also indicated that the policy expresses respect to the students, or that they are adults who "the school" feels can handle increased freedom. The counselors mention the increase in freedom for the use of time both educationally and socially. Concerns stress the limited number of school-facilitated, educationally-enriching alternatives for the student during free time both on and off campus, and strongly favor an increase in such alternatives. Concerns include the necessity of keeping track of students in relation to the attendance policy. This is seen as negatively clouding the benefits of the policy.

In summary, counselors tend to be considerably more favorable than unfavorable toward the policy. They see informal counselling contacts as being increased more than formal ones. They strongly recommend the development of more alternatives for the use of free time.

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1. Presumably in comparison with former experiences elsewhere.

TABLE V

COUNSELOR QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

Total Questionnaires Mailed	5
Questionnaires Returned	5
Percent Returned	100%

		Percent
1.	How long have you been at Interlake including this year?	
	1 year	40%
	2 years	20%
	3 or more years	40%
2.	What effects, if any, do you feel the open campus policy has had on the number of formal counseling contacts you have had with students?	
	Increased	20%
	No effect	80%
3.	What effects, if any, do you feel the open campus policy has had on the number of informal counseling contacts you have had with students?	
	Increased	60%
	No effect	40%
4.	What do you feel the over-all effect of the open campus policy has been on the behavior and attitudes of students?	
	Beneficial	80%
	Little or no effect	20%
5.	What effect, if any, do you feel the policy has had on your work load?	
	Increased	20%
	Little or no effect	80%

Resource Center Staff Questionnaire Responses. Brief, supplementary questionnaires were distributed to the four resource center staff members, including one experienced aide. Percentages of responses in the various response categories for the questionnaire items are shown in Table VI. Three of the four staff members have been at Interlake three or more years; this is the first year for one.

One of the staff members who has been there previously feels there has been some increase in use of the resource center which can be attributed to the open campus policy. The other three reported no change (Q. 2). As to kinds of differences noted in the use of the center, the three responding regarding the depth to which students go on a topic or project reported no change (Q. 3a). The majority (3) of resource center staff indicated increased student-student contact there[1] (Q. 36b), and increased noise and confusion[2] (Q. 3c).

Two expressed an opinion as to the overall effect of the policy on use of the resource center. One of these "split" the vote between "beneficial" and "no observable effect" and the other indicated "no observable effect." One staff member who did not mark this made the statement that he or she felt this kind of questionnaire could have no validity because the variables affecting LRC use are many and cannot be separated. Variables listed were: "students on SST, students enrolled in 'open periods', students cutting classes, teacher assistants with nothing to do, and small groups in from classes". The other felt that more "valid continuous observation" was needed to make a judgment.

One LRC staff member noted a tendency for students to come to the LRC with more specific purposes and "open campus has helped the LRC to get rid of the large number of social groups that used to use the LRC as a commons". This staff member also made the following suggestion:

"I think one of the main reasons for open campus was to allow students to pursue a variety of studies and activities off campus. I think the LRC could provide a valuable service by setting up areas for students to demonstrate, show, exhibit, etc., what it is that they are doing. The LRC could become a "show and tell" center.

In summary, the resource center staff were mixed in their opinions about the effects of the policy on the LRC. They apparently have observed no marked positive nor negative effects of the policy on student behavior or performance in this area, although they tended to report more student-student contact and more noise and confusion. The suggestion was made that Learning Resource Center areas be set up for the display or sharing of projects done using off campus resources.

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1. One qualified this to designate the AV area and commented that this could not be attributed to open campus.
2. Ibid.

TABLE VI

RESOURCE CENTER STAFF QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

Total Questionnaires Mailed	4
Questionnaires Returned	4
Percent Returned	100%

		Percent
1.	How many years, including this year, have you been a resource center supervisor at Interlake?	
	1 year	25%
	2 years	00%
	Three or more years	75%
2.	To what degree do you feel the open campus policy has had an effect on the total amount of time the resource center is used by students?	
	Much increase in use	00%
	Some increase in use	25%
	No change	00%
	Some decrease in use	00%
	Much decrease in use	00%
	No comment	75%
3.	In what ways do you feel the open campus policy has affected the quality or nature of the use of the resource center. Please check those that are applicable.	
	a) The amount of depth students go into on a topic or project.	
	Increased	00%
	No change	75%
	Decreased	00%
	Not marked	25%

TABLE VI

RESOURCE CENTER STAFF QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

3. In what ways do you feel the open campus policy has affected the quality or nature of the use of the resource center. Please check those that are applicable.

b) The amount of informal student-student contact that occurs in the resource center.

	Percent
Increased	75%
No change	25%
Decreased	00%
Not marked	00%

c) The amount of noise and/or confusion that occurs in the resource center.

Increased	75%
No change	25%
Decreased	00%
Not marked	00%

4. In general, what do you feel the overall effect of the open campus policy has had on student use of the resource center?

Very beneficial	00%
Beneficial	12%
No observable effect	38%
Detrimental	00%
Very detrimental	00%
Not marked	50%

Parent Questionnaire Responses. A total of 1072 questionnaires were mailed to the parents of all Interlake students. There were 456 returned, for a percentage of 43%. Their responses are reported in Table VII More than half the questionnaires were marked by the mother, a fourth by the father and 15% by both (Q. 1). The three grade levels were all well represented as were both sexes.

Seventy percent of parents responded that they felt the policy should be continued (Q. 25). Parents of senior girls were most positive (75%) and parents of sophomore girls least positive (64%). Differences between groups were not marked, however. (The range was from 75 percent to 65 percent.

Over half (Q.5 - 59%) responded that they felt the policy has had an effect on their child's behavior and attitudes and about twice as many think the effects have been beneficial as those who think they have not (Q. 5 - 51% to 26%). A considerable number were not sure. Considerably more parents reported the policy as being beneficial to them as parents as those reporting a detrimental effect (Q.22 - 37% positive, 18% negative).

The most frequently reported effects on students were in respect to increased student responsibility for their actions (Q.8 - 34%), improved academic performance (Q.20 - 33%), and students' ability to manage their time (Q.11 - 30%).

A sizeable proportion of parents reported increased interest in school (Q.6 - 28%), and fewer--but a considerable number--feel their child's interest has declined (Q. 6 - 16%). About a fourth see an improved attitude toward teachers and administrators, improved ability to negotiate with authority, and improved attitude and willingness to comply with school rules (Q's 12, 16, 17, and 18). Twenty-three percent report increased use of out-of-school resources, such as the Bellevue Library, in relation to school projects (Q. 21). A total of 23 percent report either more opportunity to talk or more relaxed discussions with their child (Q.24). A fifth see more openness in their child's discussing their concerns with them. Smaller numbers (Q. 9 - 17%) report more student "responsibility for the welfare of others", "increased expression of feelings of complaints to parents" (Q. 14 - 15%). Increased student participation in community or community-related projects was indicated by ten percent (Q. 15).

On one item approximately the same number of parents (though a relatively small percentage) indicated negative effects as the number reporting positive effects. This was in regard to completion of assignments (Q. 7, positive 17%, negative 15%)

In regard to class attendance, more parents reported a negative effect than a positive effect (Q. 10, negative 21%, positive 14%). This was true also of the response regarding disciplinary conflicts with their child (Q. 23 - 06% positive, 13% negative. This was true of all subgroups excepting senior girls.

Parent comments on the four open-ended questions were categorized and tallied. The frequencies [1] in the various categories are shown in Table VIII. The most frequent response was to Question No. 16 where a total of 324 positive comment ideas were received as to the benefits of the policy. Seventy-six negative comments were received to this question. The largest number (152) commented on students' increased responsibility for their own time and actions. A better student attitude in respect to school, themselves, "self-achievement", and parental requests was commented on by 48 parents. The opportunity to use time for personal or school needs was commented on by 42 parents. Other benefits of flexibility were mentioned, by many, as were beneficial effects in respect to homework and grades. Other response categories of less frequency are also shown in Table VIII.

Of the 76 negative comments to this question, 63 indicated no benefits, whereas 14 mentioned negative effects such as "over-indulged" at Herfy's and decreased interest in and attendance at school.

Problems stressed in response to Questions 13 and 14 were in respect to too much free time, time not being used wisely, and insufficient time structuring and supervision. Many positive comments were received to these two questions, even though the questions solicited concerns.

Many of the 147 suggestions for modifications (Question No. 13, Table VIII) related to either restricting the policy more, as for seniors only or for those with "good" grade averages; or to extend it to all grade levels with no restrictions. Some suggested elimination or changes in the SST policy and the attendance policy (unlimited absences but require an excuse for each absence). Also, the suggestion was made that students be instructed in the use of free time. Others are given in Table VIII.

In summary, parents as a whole prefer the continuation of the policy and see its primary benefits as being increased student responsibility, improved academic performance and ability to manage their own time. Some areas of some concern were attendance, completion of assignments and disciplinary conflicts with their child.

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1. For any one question there were more tallies than "parents commenting" because a long parent comment often included two or more ideas which were tallied separately.

PARENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

Total Questionnaires Mailed	1072
Questionnaires Returned	456
Percent Returned	43%

		Percent
Question 1.	Questionnaire was filled out by?	
	Mother	56%
	Father	15%
	Both	25%
	Other	01%
	Not marked/multi marked	03%
Question 2.	Grade level of child (children).	
	Sophomore	37%
	Junior	30%
	Senior	33%
Question 3.	Sex.	
	Boy	50%
	Girl	50%

TABLE VII (2 Of 7)

PARENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	Parents of Sophomore		Parents of Junior		Parents of Senior		Total Parents
	Boys N=82	Girls N=88	Boys N=72	Girls N=65	Boys N=74	Girls N=75	All Grades N=456
4. Do you feel the open campus policy has had an effect on your child's behavior or attitudes?							
A. Much effect	16%	15%	19%	17%	22%	09%	16%
B. Some effect	42%	36%	43%	51%	43%	44%	43%
C. Little or no effect	40%	46%	36%	32%	34%	44%	39%
D. Not marked	02%	03%	01%	0%	01%	03%	02%
5. Do you feel the effects on your child have been beneficial in general?							
A. Yes	49%	44%	50%	58%	51%	55%	51%
B. No	32%	28%	22%	23%	30%	21%	26%
C. Don't know	15%	25%	24%	15%	18%	17%	19%
D. Not marked/multi marked	05%	02%	04%	03%	01%	07%	04%
IF YOU FEEL THIS POLICY HAS HAD AT LEAST SOME EFFECT ON YOUR CHILD, WOULD YOU PLEASE CHECK THOSE ITEMS WHICH REFLECT OBSERVED CHANGES IN YOUR CHILD'S ATTITUDES OR BEHAVIOR.							
6. Interest in school							
A. More	32%	30%	19%	38%	26%	21%	28%
B. Same	46%	43%	56%	31%	47%	65%	48%
C. Less	15%	16%	15%	20%	16%	08%	15%
D. Not marked	07%	11%	10%	11%	11%	05%	09%
7. Completion of assignments							
A. More regularly	17%	15%	14%	23%	15%	20%	17%
B. Same	57%	64%	54%	48%	55%	65%	58%
C. Less regularly	17%	10$	21%	18%	18%	09%	15%
D. Not marked	08%	11%	11%	11%	12%	05%	10%

TABLE VII (3 of 7)

PARENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

IF YOU FEEL THIS POLICY HAS HAD AT LEAST SOME EFFECT ON YOUR CHILD, WOULD YOU PLEASE CHECK THOSE ITEMS WHICH REFLECT OBSERVED CHANGES IN YOUR CHILD'S ATTITUDES OR BEHAVIOR. (Cont.)

	Parents of Sophomore		Parents of Junior		Parents of Senior		Total Parents
	Boys N=82	Girls N=88	Boys N=72	Girls N=65	Boys N=74	Girls N=75	All Grades N=456
8. Responsibility for his/her actions							
A. More responsible	34%	32%	35%	40%	32%	35%	34%
B. No difference	43%	42%	38%	32%	46%	51%	42%
C. Less responsible	15%	12%	17%	17%	12%	08%	13%
D. Not marked	08%	14%	11%	11%	10%	07%	10%
9. Responsibility for the welfare of others							
A. More responsible	11%	11%	21%	25%	19%	20%	17%
B. No difference	67%	67%	58%	62%	62%	69%	64%
C. Less responsible	08%	07%	08%	03%	05%	03%	06%
D. Not marked/multi marked	13%	15%	12%	11%	14%	08%	12%
10. Class attendance							
A. More responsible	13%	09%	10%	17%	16%	19%	14%
B. No difference	63%	57%	56%	49%	49%	60%	56%
C. Less responsible	15%	24%	24%	22%	27%	13%	21%
D. Not marked	08%	10%	11%	12%	08%	08%	10%
11. Ability to manage his or her time							
A. Improved	26%	31%	26%	34%	34%	32%	30%
B. The same	44%	48%	47%	35%	42%	49%	44%
C. Poorer	23%	12%	17%	18%	15%	12%	16%
D. Not marked	07%	09%	10%	12%	10%	07%	09%

TABLE VII (4 of 7)

PARENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

IF YOU FEEL THIS POLICY HAS HAD AT LEAST SOME EFFECT ON YOUR CHILD, WOULD YOU PLEASE CHECK THOSE ITEMS WHICH REFLECT OBSERVED CHANGES IN YOUR CHILD'S ATTITUDES OR BEHAVIOR. (Cont.)

	Parents of Sophomore		Parents of Junior		Parents of Senior		Total Parents
	Boys N=82	Girls N=88	Boys N=72	Girls N=65	Boys N=74	Girls N=75	All Grades N=456
12. Attitude toward teachers and administrators							
A. More positive	24%	22%	26%	28%	27%	31%	26%
B. Same	46%	51%	47%	52%	45%	52%	49%
C. Less positive	12%	10%	08%	06%	08%	04%	08%
D. Don't know	08%	03%	10%	05%	10%	04%	07%
E. Not marked	08%	14%	08%	09%	11%	09%	10%
13. Openness in discussing things with parents that concern him/her							
A. Increased	17%	20%	22%	25%	18%	16%	20%
B. Same	65%	61%	61%	63%	62%	73%	64%
C. Decreased	11%	06%	07%	02%	07%	04%	06%
D. Not marked	07%	12%	10%	11%	14%	07%	10%
14. Expression of feelings or complaints to parents							
A. More frequent	11%	17%	19%	15%	14%	15%	15%
B. The same	72%	62%	69%	71%	68%	72%	69%
C. Less frequent	08%	09%	04%	03%	08%	05%	07%
D. Not marked	08%	11%	07%	11%	11%	08%	09%
15. Student's participation in community or community related projects such as SPADES or elementary tutoring							
A. Increased	02%	06%	08%	26%	11%	12%	10%
B. The same	79%	74%	75%	63%	69%	77%	73%
C. Decreased	05%	04%	06%	02%	08%	03%	05%
D. Not marked	13%	16%	11%	09%	12%	08%	12%

TABLE VII (5 of 7)

PARENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

IF YOU FEEL THIS POLICY HAS HAD AT LEAST SOME EFFECT ON YOUR CHILD, WOULD YOU PLEASE CHECK THOSE ITEMS WHICH REFLECT OBSERVED CHANGES IN YOUR CHILD'S ATTITUDES OR BEHAVIOR. (Cont.)

	Parents of Sophomore		Parents of Junior		Parents of Senior		Total Parents
	Boys N=82	Girls N=88	Boys N=72	Girls N=65	Boys N=74	Girls N=75	All Grades N=456
16. Student's ability to negotiate with people in authority							
A. Improved	18%	19%	29%	31%	31%	27%	25%
B. No change	60%	60%	53%	49%	55%	63%	57%
C. Poorer	10%	06%	08%	06%	03%	01%	06%
D. Not marked	12%	15%	10%	14%	11%	09%	12%
17. Attitude toward school rules							
A. Improved	29%	23%	24%	23%	26%	27%	25%
B. The same	38%	52%	54%	48%	43%	57%	49%
C. Poorer	17%	11%	12%	14%	14%	07%	12%
D. Don't know	05%	01%	03%	05%	07%	0%	03%
E. Not marked	11%	12%	07%	11%	11%	09%	10%
18. Willingness to comply with school rules							
A. More willing	26%	25%	15%	23%	26%	24%	23%
B. No change	44%	53%	61%	48%	50%	60%	53%
C. Less willing	16%	10%	12%	14%	08%	03%	10%
D. Don't know	05%	0%	04%	06%	08%	04%	04%
E. Not marked	10%	11%	07%	09%	08%	09%	09%
19. Other							
A. More positive	07%	04%	03%	03%	14%	07%	06%
B. More negative	06%	06%	07%	03%	07%	03%	05%
C. Not marked	86%	90%	90%	94%	80%	91%	88%

TABLE VII (6 of 7)

PARENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	Parents of Sophomore		Parents of Junior		Parents of Senior		Total Parents
	Boys N=82	Girls N=88	Boys N=72	Girls N=65	Boys N=74	Girls N=75	All Grades N=456
20. What kind of an effect, if any, do you think the open campus policy has had on the academic performance of your son or daughter?							
A. Beneficial	30%	33%	31%	38%	34%	31%	33%
B. No effect	51%	48%	40%	42%	40%	59%	47%
C. Detrimental	16%	15%	25%	18%	16%	07%	16%
D. Not marked	02%	04%	04%	02%	10%	04%	04%
21. Have you observed any change in the amount to which your child has used out-of-school resources, such as the Bellevue Library, in relation to school projects?							
A. Increased	10%	11%	26%	42%	27%	27%	23%
B. No change	78%	73%	65%	52%	58%	68%	66%
C. Decreased	08%	10%	06%	05%	05%	0%	06%
D. Not marked	04%	06%	03%	02%	10%	05%	05%
22. Do you feel the open campus policy has been beneficial to you as parent or parents?							
A. Very beneficial	12%	09%	12%	14%	14%	16%	13%
B. Somewhat beneficial	20%	22%	22%	37%	20%	28%	24%
C. No effect	42%	47%	31%	28%	38%	44%	39%
D. Somewhat detrimental	12%	11%	12%	11%	16%	09%	12%
E. Very detrimental	07%	04%	10%	06%	07%	0%	06%
F. Not marked	07%	07%	12%	05%	05%	03%	07%

TABLE VII (7 of 7)

PARENT QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

	Parents of Sophomore		Parents of Junior		Parents of Senior		Total Parents
	Boys N=82	Girls N=88	Boys N=72	Girls N=65	Boys N=74	Girls N=75	All Grades N=456
23. What effect, if any, has the open campus policy appeared to have on disciplinary conflicts with your child?							
A. More frequent	16%	12%	18%	12%	16%	03%	13%
B. The same	33%	30%	33%	34%	31%	36%	33%
C. Less frequent	05%	07%	06%	05%	08%	04%	06%
D. No effect	42%	38%	32%	32%	34%	44%	37%
E. Not marked	05%	14%	11%	17%	11%	13%	12%
24. What effect, if any, has the open campus policy appeared to have on communication between you and your child?							
A. No effect	65%	70%	72%	65%	61%	56%	65%
B. More opportunity to talk	12%	11%	11%	15%	10%	20%	13%
C. More relaxed discussion	07%	11%	04%	05%	19%	12%	10%
D. Other	04%	01%	01%	06%	01%	03%	03%
E. Not marked/multi marked	12%	06%	11%	09%	10%	09%	09%
25. Do you feel the open campus policy should be continued for the 1972-1973 school year?							
A. Yes	73%	64%	71%	72%	66%	75%	70%
B. No	21%	22%	21%	18%	22%	15%	20%
C. Not marked	06%	15%	08%	09%	12%	11%	10%

PARENT COMMENTS
INTERLAKE OPEN CAMPUS EVALUATION

Tally on the "open" questions on the parents' questionnaire

QUESTION #13: Parent's Suggestions for Modifications to Open Campus Policy:

A.	Seniors Only	26
B.	Open campus for all without restrictions	20
C.	Only for those who have "good" grade averages	14
D.	Those who abuse privileges should lose it	12
E.	Juniors and seniors only	10
F.	Modify as problems make it necessary	10
G.	Eliminate SST program	10
H.	During lunch time only	8
I.	Only for those who have proven (demonstrated) responsibility	6
J.	Permission form should include SST schedule for parents' information	6
K.	Unlimited absences, but require excuse for each absence--improve attendance program	6
L.	Reduce frequency of SST periods	4
M.	Progressive increase in privileges from sophomore through senior years	3
N.	Honor Society extra privileges	3
O.	Instruct students on how to manage time, self-direction, respect of property	3
P.	Student lounge with music, snacks, and visiting area	2
Q.	Retain parking lot rules	1
R.	Keep off property adjacent to school	1
S.	Establish smoking lounge--they smoke anyway	1
T.	Everyone check in first thing each morning--check out before leaving	1
U.	Involve students in improvement projects	1

QUESTION #14: Parents' Reasons Why Open Campus Should Be Discontinued

A.	Too much free time--time should be structured--used for study--stay in classroom	44
B.	Students not mature enough--need more supervision--time not used--majority need help	33
C.	It should be continued	10
D.	School and/or parents cannot keep track of students --too much roving around	6
E.	Students might abuse privilege--skip classes--miss school	6
F.	Depends on extent of problems	5
G.	Too many speeding cars--racing cars	3

PARENT COMMENTS
INTERLAKE OPEN CAMPUS EVALUATION

Tally on the "open" questions on the parents' questionnaire

QUESTION #14 (Continued)

H.	Leaving school is too easy for those who do not have the privilege	2
I.	Restaurants should be off limits during the day	2
J.	Too many warped minds running off at the mouth	1
K.	Declining or poor grades	1
L.	Examine SST program	1

QUESTION #15: Problems with Open Campus As Stated by Parents

A.	No problems that have occurred because of open campus	40
B.	Lack of supervision--too much unsupervised time	29
C.	Wasted time--not used wisely, running around	18
D.	Easier for students to miss class--entices weak to miss class or leave	14
E.	Traffic hazards--speeding cars on streets, at drive-ins, local stores, parking lot	13
F.	Less interest in school--study habits poorer--emotional strain--self-indulgence	13
G.	Parking lot problems--speeding cars, disturbing neighbors, litter, misuse of property	7
H.	Destruction of property where students talk	7
I.	Too liberal policy for sophomores	6
J.	Dumped more responsibility on parents in an area of no control	5
K.	Improved methods for keeping tabs on those who abuse privileges	5
L.	Too much time to smoke	5
M.	Attracts outside groups	4
N.	Parents should be informed of specific schedules--know periods of open time--more knowledge about the purposes of open campus	4
O.	Transportation of student	3
P.	Temptation to leave is irresistible--don't know where students are	2
Q.	Students feel they can leave despite parental objection because it is all right with school	2
R.	Negative community reactions seem to get more publicity than good things	2
S.	Students on elementary side of the street--bothering elementary students	1

PARENT COMMENTS
INTERLAKE OPEN CAMPUS EVALUATION

Tally on the "open" questions on the parents' questionnaire

QUESTION #16: Benefits of Open Campus as Stated by Parents:

A.	Gain ability to assume responsibility for own time and actions--self determination--increased sense of responsibility--increased ability to budget and manage time--learn value of time--better able to meet scheduled responsibilities--privilege with responsibility--college prep--assuming first step to adult roles, etc.	152
B.	No benefits	63
C.	Enjoys school more--better feeling about school--improved interest in school--improved feeling because honest coming and going--feels more like being treated equally--increased response to doing other things asked of him--greater sense of self-achievement	48
D.	Chance to use time for private projects, studies, use of outside resources such as Bellevue Library, etc.	42
E.	More opportunity to work at home and other places --improved mobility to handle school, home, job--do errands--take care of outside problems--participate in outside activities	20
F.	Independent time--opportunity to relax--pressures diminished by opportunity to get away--walk off tensions	17
G.	Negative benefits--opportunity to deviate from expected performance--over-indulged at Herfy's--decreased interest in school--hardly ever at school	14
H.	Assignments completed more frequently--improved grades--less hassle on homework	13
I.	Opportunity to eat lunch at home or elsewhere	9
J.	Awareness of adults' willingness to work toward improvement of programs--adults' open to beneficial suggestions--better feeling toward those in authority	7
K.	More time with the family	6
L.	Improved attendance	3
M.	Gets those not interested away from school--gets "bad" element away	3
N.	More participation in extracurricular projects--help from teachers and other staff	3

Businessmen Questionnaire Responses. Student members of the Interlake Advisory Council explored the area surrounding Interlake and listed the names of forty-five businesses in the general area. In order to assess any perceived effects of the open campus policy on these places of business, brief questionnaires were mailed to them. Twenty were returned completed for a percentage of 44%. Table IX shows the results of this survey.

As indicated in an early section of this report which summarizes overall general feeling of various groups, 75% of these establishments responded that they would like to see the policy continued next year, 5% responded negatively, and 10% did not mark this question or were undecided (Q. 5). Fifty-five percent indicated they had noticed an increase in student customers during the day (Q. 1). The majority of these (35% of the respondents) indicated that the increase was between five to nineteen percent. Other percentages of increase are shown under Question No. 2, Table IX.

Eighty percent of the respondents, or sixteen merchants, saw no problems being created; three businessmen, or fifteen percent, have seen a problem and one person did not mark this (Q.4). Forty-five percent indicated their firm has realized benefits whereas fifty percent did not perceive benefits (Q.4).

Comments written tended to be more on the positive than negative side. Twelve positive comments (from ten merchants) and five negative comments (from three merchants) are in about the same proportion as the vote. One merchant mentioned less shoplifting whereas one mentioned more shoplifting. Positive comments included voluntary statements that the students, in general, are well behaved or friendly and courteous. Some say they have no problem whatsoever, with others indicating that only a few cause problems. Two of the positive comments of interest were: "I'm probably biased, being just out of high school and not having an open campus policy, but I think a policy of this type would decrease the school's image and atmosphere of being in prison, and increase the student's awareness that school is a place for learning and not for serving time"; and from a librarian: "When student research is extended into the earlier open hours of the library, the staff is able to do a better job of helping. Students who come in the early hours usually have need of library resources in depth. It is always a satisfaction to library people to have their materials used well and by motivated people. Student evening use is marred by crowding. The serious and the frivolous are mixed, the staff is too thin to do a good job".

Negative comments included one in respect to students loitering in the parking lot, the one about shoplifting, and one regarding occupying stools and booths for long periods of time.

The most negative comment was from that businessman who reported a twenty to forty-nine percent increase in business. This comment was: "Due to the high rate of teenage shoplifting, I normally have store detectives on duty after school and on Saturdays. With open campus, I have had to schedule more security coverage with the result of additional payroll expense."

The other strong negative statement was from the businessman reporting an eighty percent increase in student customers. "Personal opinion (is) based on need for more supervision of student's free time--not less. As a parent, with high school aged children, I wnat them to be in school studying, not roaming around wasting time."

In summary, a considerable majority of the businessmen see benefits or no problems, and would like to see the policy continue. However, there appear to be one or two businesses who do see the increased student business as more of a problem than a benefit.

TABLE IX

BUSINESSMEN QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

Total Questionnaires Mailed	45
Questionnaires Returned	20
Percent Returned	44%

		Percent
1.	Comparing this school year to last year, have you noticed any increase in student customers between the hours of 8:00 A.M. and 3:00 P.M.?	
	Yes	55%
	No	30%
	Other	15%
2.	If yes, what would you estimate to be the percent of increase?	
	Less than 5% — 10%	
	5%-19% — 35%	
	20%-49% — 05%	
	50%-79% — 00%	
	80% or more — 05%	
		55%
	No	00%
	Not marked	45%
3.	Have any problems been created for your firm as a result of the open campus policy at Interlake High School?	
	Yes	15%
	No	80%
	Not marked	05%
4.	Has your firm realized any benefits as a result of the open campus policy?	
	Yes	45%
	No	50%
	Not marked	05%

TABLE IX

BUSINESSMEN QUESTIONNAIRE RESPONSES
INTERLAKE OPEN CAMPUS EVALUATION

5. On the basis of your current feelings, would you recommend that Interlake High School continue its open campus policy next year?

	Percent
Yes	75%
No	15%
Not marked or undecided	10%

Student Performance Data - Attendance. Student absences for a sample of days (every other Wednesday) for the 1970-1971 and 1971-1972 school years were tallied and the percentage of absence in relation to that month's enrollment figures computed (Table X). It is apparent that the percentages of absences have been consistently lower this past year. Although attendance has undoubtedly been influenced by factors in addition to the open campus policy, particularly the attendance policy, it appears that the open campus policy may have had a positive effect.

TABLE X

STUDENT PERFORMANCE DATA
ATTENDANCE
INTERLAKE OPEN CAMPUS EVALUATION

Date	Month's Enrollment	Number of Absences	Percent Absent	Date	Month's Enrollment	Number of Absences	Percent Absent
Sept. 16, 1970	1037	46	04	Sept. 15, 1971	1073	28	03
Sept. 30, 1970	1035	60	06	Sept. 29, 1971	1095	53	05
Oct. 14, 1970	1032	76	07	Oct. 13, 1971	1108	47	04
Oct. 28, 1970	1032	46	04	Oct. 27, 1971	1100	51	05
Nov. 11, 1970	1027	Veteran's Day		Nov. 10, 1971	1091	27	02
Nov. 25, 1970	1027	85	08	Nov. 24, 1971	1093	46	04
Dec. 9, 1970	1029	81	08	Dec. 8, 1971	1095	54	05
Dec. 23, 1970	1030	Vacation		Dec. 22, 1971	1090	Vacation	
Jan. 13, 1971	1031	112	11	Jan. 12, 1972	1084	Registration Day	
Jan. 27, 1971	1028	record missing		Jan. 26, 1972	1082	Snow Day	
Feb. 10, 1971	1024	80	08	Feb. 9, 1972	1079	46	04
Feb. 24, 1971	1024	86	08	Feb. 23, 1972	1080	49	04
Mar. 10, 1971	1022	64	06	Mar. 8, 1972	1081	42	04
Mar. 24, 1971	1022	86	08	Mar. 22, 1972	1078	73	07
Apr. 14, 1971	1021	85	08	Apr. 12, 1972	1074	42	04
Apr. 28, 1971	1020	84	08	Apr. 26, 1972	1068	39	04
May 12, 1971	1007	77	08	May 10, 1972	1063	59	06

Student Performance Data - Comparative Grade Point Averages. Many factors affect averages of grades given to students from year to year and from school to school. Some of these factors include variations in school and faculty grading philosophies and practices, or the academic potential of a particular class at a particular school in a given year. Although any effects upon student learning by the open campus policy would be difficult to detect in average student grades, gross differences might have some implications. For this reason comparative grade point averages are shown in Table XI.

Average grade points at Interlake were slightly higher (pooling the three classes) first semester of this present year (1971-72) in comparison to second semester of last year (1970-71). However, the attendance policy in relation to grades was changed at Interlake this year with there being somewhat more frequency of a student being dropped from a class without a grade if he had a certain number of absences. Also, there is a tendency at the other high schools for first semester grades this year to be higher than second semester grades last year. Any known changes in grading or other related policies at the other three schools were not explored.

In any case, average grade point averages at Interlake do not show a marked change from last year.

TABLE XI

STUDENT PERFORMANCE DATA
COMPARATIVE GRADE POINT AVERAGES
INTERLAKE OPEN CAMPUS EVALUATION

	Second Semester 1970-71	First Semester 1971-72
Bellevue High School		
Sophomore	2.74	2.84
Junior	2.57	2.82
Senior	2.84	2.90
Interlake High School		
Sophomore	2.57	2.74
Junior	2.73	2.64
Senior	2.73	2.80
Newport High School		
Sophomore	2.80	2.88
Junior	2.77	2.77
Senior	2.80	2.80
Sammamish High School		
Sophomore	2.64	2.70
Junior	2.64	2.68
Senior	2.76	2.69

Food Service Receipts. Monthly per-pupil food services receipts for the first seven months of the 1970-1971 and 1971-1972 school years for the four District senior high schools are shown in Table XII and Table XIII. It is evident that district wide high school Food Service receipts dropped markedly in the first seven months of this year as compared to last year--a total of $5.04 per-pupil, or 16.7 percent (Table XIII).

It is difficult to assess to what degree this was attributable to the open campus policy at Interlake and to the extended lunch policies at Bellevue and Sammamish high schools. Two of three high schools having an open lunch period dropped more than Newport (Table XII); however, Newport receipts dropped slightly more than did those of Sammamish High School. One hypothesis is that unknown factors other than open campus are involved. However, the facts that Interlake provides the greatest opportunity for leaving and that Bellevue has had extended lunch two years now--in relation to the rank orders of the net losses--would suggest that open campus and extended lunch are contributing influences.

As noted on Table XII, extensive food vending machine service was provided at Sammamish in October of 1970, which may account for the increase at that school in that month. The selected a la carte price increases on 22 February 1972 appeared to have very little effect on per-pupil receipts when the number of serving days in each month are considered (Table XIII).

The implications of the marked reduction in receipts for the food services department are described by Mr. Robert Blair, food services manager, as follows:

"The results of the open-campus evaluation at Interlake High School since the previous evaluation indicate a very distinct drop in food service receipts at all high schools.

"The food services department evaluation of the drop in food service receipts-per-student of 19.6 percent at Interlake High would be one of concern for such a drastic drop. All high schools show a drop in excess of 14 percent which would indicate a possible unofficial open-lunch hour at Newport High. This is substantiated by repeated observation of the number of students available in the school cafetoriums.

"Labor costs associated with the operation of high school kitchens have not been deleted in direct relation to the drop in receipts, in order to keep the quality of service constant to students and faculty. This has resulted in a financial loss factor at these high school kitchens.

"A la carte price increases implemented on 22 February 1972 are a

significant factor in the March 1972 figures shown in the report. This was the first significant price increase in six years of operation.

"The food service receipts at the elementary and junior high school levels do not substantiate this large drop in receipts that has occured at the high school level. These levels of food service operation all experienced increases during the corresponding period."

TABLE XII

FOOD SERVICE RECEIPTS BY SCHOOL
INTERLAKE OPEN CAMPUS EVALUATION

A la carte per-pupil revenue for the first eight months of 1970-1971 and 1971-1972. The first seven months are totaled by school because the extended lunch program was begun at Interlake on March 29, 1971. It was begun at Bellevue High School on March 1, 1971, and at Sammamish High School in September of 1971. The open campus policy at Interlake High School was begun in September of 1971.

Month	Bellevue Senior High		Interlake Senior High		Newport Senior High		Sammamish** Senior High	
	'70-'71	'71-'72	'70-'71	'71-'72	'70-'71	'71-'72	'70-'71	'71-'72
September	$5.45	$3.74	$4.23	$3.59	$5.69	$4.92	$3.58	$4.89
October	5.26	3.75	4.52	3.14	5.21	4.14	5.16**	4.12
November	4.17	3.94	3.87	3.42	4.42	4.32	4.57	4.14
December	3.09	2.60	2.90	2.23	3.29	2.82	3.34	2.59
January	3.96	2.87	3.79	2.69	4.51	3.43	4.61	3.08
February***	3.98	3.80	3.61	3.42	4.22	4.12	4.36	3.93
March	3.89	3.38	3.84	3.04	4.87	3.70	5.14	3.57
TOTALS*	$29.80	$24.08	$26.76	$21.53	$32.21	$27.45	$30.76	$26.32
Net Change	-19.2%		-19.6%		-14.8%		-14.4%	
April	$2.89	$3.75	$2.43	$3.36	$3.87	$4.21	$4.02	$4.06

* Totals for reporting period of seven months.

** Extensive food vending machine service was provided in October 1970.

*** Selected a la carte price increases were implemented on 22 February 1972.

TABLE XIII

FOOD SERVICE RECEIPTS ALL FOUR HIGH SCHOOLS
INTERLAKE OPEN CAMPUS EVALUATION

Month	1970-1971 Per Pupil Receipts	1970-1971 Number of Serving Days	1971-1972 Per Pupil Receipts	1971-1972 Number of Serving Days
September	$4.76	21	$4.34	21
October	5.08	21	3.83	19
November	4.29	18	3.99	20
December	3.17	14	2.58	13
January	4.25	19	3.04	16
February **	4.08	19	3.84	20
March	4.48	22	3.45	18
Totals*	$30.11		$25.07	
Net Change		-16.7%		
April	$3.36	17	$3.88	20

*Totals for reporting period of seven months.

**Selected a la carte price increases were implemented on February 1972.

Bellevue Police Department Report. On 8 May 1972, a meeting was held with representatives of the Bellevue Police Department to secure information regarding juvenile law infraction in the District that possibly is related to the Interlake Open Campus policy. Representing the Police Department were Assistant Chief George Whitman; Captain Harold Corkrey, in charge of the Operations Division; and Captain Roger Davis, in charge of the Detective Division. The following school personnel met with them: Mr. Don Mickey, Director of Research; Dr. Robert Pickering, Principal of Interlake; Mr. Harry Wilson, Administrative Assistant for Security; and Dr. Anne Rockwell, Research Specialist.

The information supplied by the Police Department representatives in this meeting is summarized in the statement by Chief Whitman which appears on the following page.

CITY OF BELLEVUE

May 11, 1972

Dr. William Morton
Superintendent of Schools
Bellevue School District
Bellevue, Wa. 98004

Dear Dr. Morton:

This letter is in response to a request by Mr. Mickey about research that he is doing in regards to the open campus at Interlake High School.

The results of the open campus has not created any type of problem as far as the Bellevue Police Department is concerned. We have not experienced an increase in traffic or an increase in any type of criminal activity that required police action with students at Interlake High School.

As far as the Bellevue Police Department is concerned the open campus at Interlake High School is not creating an additional workload for our officers and is not a source of problem from our viewpoint.

Yours truly,

N.J.Giardina, Chief of Police

George C. Whitman

G. C. Whitman, Assistant Chief

GCW:fa

The following relates the data collected to the Superintendent's criteria for evaluation:

1) Does the open campus have an effect on school related expenditures?

District food receipts is the only known area of possible effect. The high school receipts have dropped in 1971-1972 and there has been a financial loss factor at these high school kitchens as compared to 1970-1971. This drop is thought to be related to the open campus policy at Interlake and the extended lunch policies at Bellevue and Sammamish.

2) Does open campus affect the students' academic performance?

More students, faculty, and parents reported beneficial effects than reported detrimental effects (students 83% to 15%; faculty 36% to 9%; parents 33% to 16%). Many factors influence grades. However, a comparison of Spring 1971 to Fall 1971 average grade point averages suggests no marked change in grades, with grades going up slightly.

3) Does open campus affect student attendance patterns?

Many more students and faculty reported beneficial effects on attendance than reported detrimental effects. Parents tended to perceive more of a problem. Student performance data indicate that attendance has improved. Although attendance has undoubtedly been influenced by factors in addition to the open campus policy, it appears that the open campus policy may have had a positive effect.

4) What effect does open campus have on the job of the Interlake staff?

Most of the staff indicated that the effects on them have been at least "somewhat beneficial" (85%) with approximately half feeling it has been "very beneficial". About twice as many indicated the policy has decreased their work load as indicated the policy has increased it (23% to 11%). The majority report no effect (56%).

5) What is the effect of open campus on the Interlake community?

Seventy-five percent of the business-community responding favor the policy with 15 percent unfavorable and ten percent uncertain. A considerable majority commented favorably on the effects. One of the 45 polled and the 20 responding reported a serious problem requiring additional store security. Another commented on a problem with booth occupancy.

A few of the 456 parents responding expressed some concern regarding yard litter, traffic hazards, and property destruction.

The Bellevue Police have reported, however, that "open campus has not created any type of problem" as far as their department is concerned. "We have not experienced an increase in traffic or an increase in any type of criminal activity that required police action with students at Interlake High School".

The following relates the data to the evaluation guidelines formulated by the Interlake Advisory Council:

1) "The open campus program should be consistent with the philosophy and objectives as expressed in the 'Statements of Philosophy and Objectives' for Interlake High School.

"a) The open campus program should promote the student's appreciation of his worth as an individual and his ability to judge when his commitment to a personal principl properly overrides his obligations to group pressures".

The responses from students, faculty and parents on many questionnaire items related to this objective suggest that the program has had these effects on many students, contributing to increased self-respect, open communication of their ideas to staff and other adults, and the taking of responsibility for their own actions. There were exceptions; indications that a minority of students have made some immature judgments in learning to handle the added freedom of choice.

"b) The open campus program should promote the student's ability to manage his time and control his energy so that he will satisfy the requirements of his learning program as well as his important personal and social needs. For example, open campus should not have an adverse effect on students' attendance patterns and academic performance."

All surveyed groups reported increased student ability to manage their own time. In general, academic performance and attendance, as discussed above, do not appear to have been affected detrimentally. For the student body as a whole, data suggests the opposite, that beneficial effects have been more frequent.

"c) The open campus program should promote the student's acceptance of the privileges, responsibilities, and duties of a citizen in our school and our community with the understanding his contributions can make a better society."

Opinions of students, faculty, parents, businessmen, and police suggest that the policy has tended to have this effect. There are reported increases in many areas of community service although no great increase in any one area. The generally positive reports from businessmen and the very positive report from the police would suggest the policy has tended to have this effect.

"d) The open campus program should promote the student's ability to understand the necessity for, and acknowledge the existence of group rules and customs which guide human interaction, and accept his discipline while a member of a group."

Students, faculty, and parents stress increased student responsibility, and faculty and students stress improvements in discipline. The police report would suggest that the students, in general, do accept community rules or they would be in more trouble.

In respect to the other guidelines, every effort has been made in the evaluation to poll various affected groups of people and to study the open campus policy, not the student-structured-time policy. However, they are very much interrelated as the extent of use of open campus depends in many ways upon the amount of student-structured-time avaliable to students and conditions under which it is scheduled for all or individual students.

Data in respect to cost factors and staff load have been summarized above.

In respect to overall attitudes of various groups toward the policy, the large majority of Interlake faculty, students, area businessmen and parents favor continuing the policy (98% to 70%) with the largest percentage of any group not favoring continuation being the parents (20%).

In conclusion, it would appear that the open campus policy as a whole has been very successful. The effects on the majority of students, faculty, parents, and businesses appear to have been beneficial and there appear to have been no major problems created. The drop in lunch room receipts is of concern but needs to be considered in the perspective of the educational and social objectives and advantages of the policy.

With the continuation of the open campus program and with the initiation of the extended school day at the senior high level, it is critical that increased effort be made to work with those students who have difficulties managing their own time and actions. Continued efforts should be made by staff, students and parents to find additional ways in which creative and constructive use of student-structured-time and open campus can be stimulated and facilitated.

The success or failure of the open campus program will be measured by the ability and willingness of the individual student to accept the responsibility for his own actions. The evaluation to date indicates a strong desire to do so. Ultimate success of the program can best be measured by continued student growth in this area.